

Saluda Trail Middle

2300 Saluda Road
Rock Hill, SC 29730

Grades 6–8 Middle School

Enrollment 876 Students

Principal Brenda Campbell 803–981–1800

Superintendent Dr. Randy Bridges 803–981–1000

Board Chair Bob Norwood 803–981–1000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	24	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No

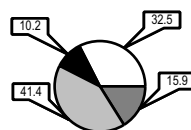
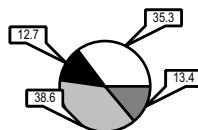
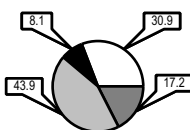
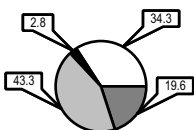
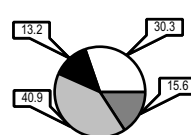
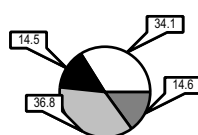
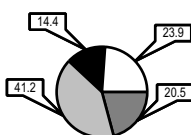
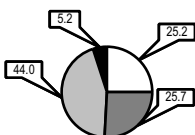
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	865	99.7	33.7	43.7	19.8	2.8	32.4	Yes	Yes
Gender									
Male	433	99.3	44.2	40.3	14.0	1.5	23.1		
Female	432	100.0	22.9	47.1	25.7	4.2	41.9		
Racial/Ethnic Group									
White	441	99.3	23.3	43.8	28.4	4.6	44.0	Yes	Yes
African American	410	100.0	44.9	44.1	10.0	1.1	19.5	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	720	99.9	25.4	47.7	23.5	3.4	38.3		
Disabled	145	98.6	74.8	23.7	1.5	0.0	3.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	865	99.7	33.7	43.7	19.8	2.8	32.4		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	861	99.7	33.6	43.8	19.8	2.9	32.5		
Socio-Economic Status									
Subsidized meals	381	99.5	47.1	42.9	8.9	1.1	18.3	No	Yes
Full-pay meals	481	99.8	23.4	44.3	28.2	4.1	43.2		

Mathematics – State Performance Objective = 36.7%									
All Students	865	99.8	30.2	44.3	17.3	8.2	37.9	Yes	Yes
Gender									
Male	433	99.5	33.4	47.2	13.0	6.4	32.2		
Female	432	100.0	26.9	41.4	21.7	10.0	43.6		
Racial/Ethnic Group									
White	441	99.6	20.2	45.0	21.6	13.2	51.2	Yes	Yes
African American	410	100.0	41.4	43.5	12.1	2.9	23.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	720	99.9	22.1	47.4	20.7	9.8	44.4		
Disabled	145	99.3	70.4	28.9	0.7	0.0	5.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	865	99.8	30.2	44.3	17.3	8.2	37.9		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	861	99.8	30.2	44.3	17.3	8.2	37.9		
Socio-Economic Status									
Subsidized meals	381	99.7	42.3	42.3	13.1	2.3	24.0	Yes	Yes
Full-pay meals	481	99.8	21.0	45.9	20.5	12.7	48.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	865	99.8	34.7	38.9	13.5	12.9	26.3
Gender							
Male	433	99.8	38.5	37.5	11.3	12.7	24.0
Female	432	99.8	30.9	40.4	15.7	13.0	28.7
Racial/Ethnic Group							
White	441	99.6	23.5	36.2	19.4	20.9	40.3
African American	410	100.0	47.5	41.7	7.1	3.7	10.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	720	99.7	26.3	42.6	15.8	15.3	31.1
Disabled	145	100.0	76.5	20.6	2.2	0.7	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	865	99.8	34.7	38.9	13.5	12.9	26.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	861	99.8	34.7	38.9	13.5	12.9	26.5
Socio-Economic Status							
Subsidized meals	381	100.0	48.4	38.7	8.3	4.6	12.8
Full-pay meals	481	99.6	24.2	39.1	17.5	19.2	36.7

Social Studies							
All Students	865	99.7	31.7	41.9	16.1	10.3	26.4
Gender							
Male	433	99.3	35.7	40.9	13.8	9.6	23.4
Female	432	100.0	27.7	42.9	18.5	11.0	29.4
Racial/Ethnic Group							
White	441	99.6	22.8	40.6	21.9	14.7	36.5
African American	410	99.8	42.3	42.9	9.5	5.3	14.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	720	99.9	25.4	44.0	18.6	12.0	30.6
Disabled	145	98.6	63.4	31.3	3.7	1.5	5.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	865	99.7	31.7	41.9	16.1	10.3	26.4
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	861	99.7	31.6	42.0	16.1	10.3	26.4
Socio-Economic Status							
Subsidized meals	381	99.5	43.8	40.7	10.0	5.4	15.5
Full-pay meals	481	99.8	22.5	42.8	20.7	14.0	34.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	306	99.7	33.3	37.1	27.2	2.4	29.6
	7	309	99.0	29.8	46.4	22.4	1.4	23.7
	8	289	98.3	21.6	53.8	22.7	1.8	24.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	98.8	40.2	37.1	18.3	4.5	22.8
	7	306	100.0	26.9	49.0	22.0	2.1	24.1
	8	308	100.0	31.9	46.0	19.6	2.5	22.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	306	99.7	19.4	41.5	22.1	17.0	39.1
	7	309	99.7	30.6	42.4	18.2	8.8	26.9
	8	289	98.3	35.7	46.0	12.9	5.5	18.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	18.2	44.0	28.0	9.8	37.8
	7	306	100.0	26.6	43.4	16.1	14.0	30.1
	8	308	99.7	40.7	46.5	11.3	1.5	12.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	32.9	35.1	16.9	15.1	32.0
	7	306	100.0	31.1	42.7	12.9	13.3	26.2
	8	308	99.7	35.5	40.9	12.3	11.2	23.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	22.2	36.0	21.8	20.0	41.8
	7	306	100.0	35.3	44.4	13.6	6.6	20.3
	8	308	99.4	32.5	46.0	15.3	6.2	21.5

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 876)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Down from 16.8%	19.5%	15.5%
Retention rate	1.3%	Up from 1.2%	2.5%	3.0%
Attendance rate	97.0%	Up from 96.6%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.8%	Down from 7.2%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 6.0%	3.7%	4.6%
Eligible for gifted and talented	12.4%	Up from 11.2%	23.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.1%	Up from 15.7%	13.9%	13.6%
Older than usual for grade	2.5%	Down from 2.9%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.3%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 59)				
Teachers with advanced degrees	42.4%	Down from 43.6%	53.7%	51.8%
Continuing contract teachers	78.0%	Down from 78.2%	80.6%	78.1%
Highly qualified teachers	87.0%	Up from 83.7%	90.2%	89.6%
Teachers with emergency or provisional certificates	8.0%	Down from 9.1%	4.8%	6.0%
Teachers returning from previous year	89.1%	Up from 85.0%	88.4%	85.4%
Teacher attendance rate	93.7%	Down from 95.3%	95.1%	94.9%
Average teacher salary	\$42,201	Up 3.7%	\$42,201	\$41,328
Prof. development days/teacher	11.0 days	Up from 9.1 days	12.2 days	11.5 days
School				
Principal's years at school	1.0	Down from 5.0	4.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 21.2 to 1	22.3 to 1	21.3 to 1
Prime instructional time	89.6%	Down from 91.3%	89.6%	89.3%
Dollars spent per pupil*	\$5,692	Up 0.5%	\$5,692	\$6,022
Percent of expenditures for teacher salaries*	61.1%	Up from 60.8%	63.0%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.7%	95.5%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Many changes occurred at Saluda Trail Middle School during the 2004-2005 school year.

A new principal and two new assistant principals came to the school this year. The standard code of dress was initiated and was a huge success in terms of parent surveys and compliance by the students.

The School Improvement Council (SIC) was very busy once again as they moved from dress code to focus on instituting a sixth grade band for the 2005-2006 year. They also are helping investigate the International Baccalaureate Middle Years Programme that Saluda Trail Middle plans to implement next year. As a result, the SIC was once again a finalist for the state's Riley Award.

The administration, faculty, and staff participated in many workshops designed to enhance instruction and student achievement. The principal and a team of teachers began a three year Literacy Class that focuses on reading and writing strategies to improve student achievement. This effort is a result of a three year grant provided by the State Department of Education. Another effort that has been incorporated into the professional development, classroom instruction, and teacher evaluations is Working on the Work (WOW). WOW emphasizes engaging work that students are given and stresses that the lessons being taught address the state standards.

Our Robotics Team continued to earn awards at competitions in its second year of existence. Next year, this area will increase to include eighth grade classes in Gateway, an intense hands-on application of math and science. The multitude of academic clubs and teams, as well as a great variety of sports opportunities give students at Saluda Trail a chance to be competitive with other middle schools.

Saluda Trail Middle School recognizes that academics are vital, but to be truly successful the whole child must be developed. Saluda Trail partnered with the University of South Carolina to sponsor TAAG which provided opportunities for young ladies to become actively involved to foster lifelong health habits. MALE Call, Bridge Builders, and Ladies Involved in Nurturing Character and Self-Esteem (LINCS) give students additional opportunities to work with positive role models from faculty and community leaders.

Saluda Trail Middle School also received the South Carolina Red Carpet Award for its warm and inviting school climate this school year. The faculty, staff, and administration continue to evaluate current initiatives and look for ways to improve instruction and the school experience for all students.

Brenda Campbell, Principal
Ernest Jones, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	248	139
Percent satisfied with learning environment	87.8%	75.0%	83.6%
Percent satisfied with social and physical environment	89.8%	78.0%	81.2%
Percent satisfied with school-home relations	83.7%	87.8%	64.9%

*Only students at the highest middle school grade level at this school and their parents were included.